

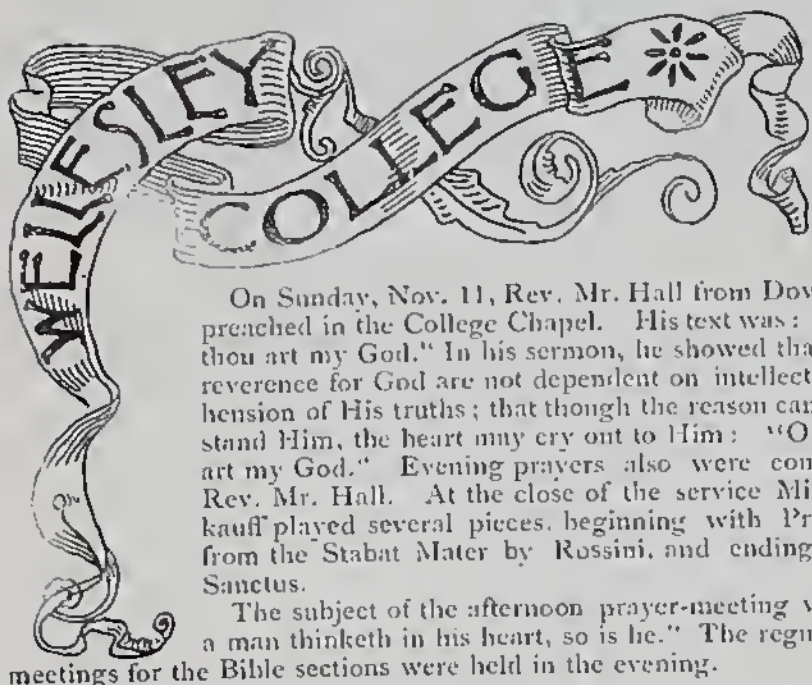
# The Courant

College Edition.

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On Sunday, Nov. 11, Rev. Mr. Hall from Dover, N. H., preached in the College Chapel. His text was: "O God, thou art my God." In his sermon, he showed that love and reverence for God are not dependent on intellectual apprehension of His truths; that though the reason cannot understand Him, the heart may cry out to Him: "O God, thou art my God." Evening prayers also were conducted by Rev. Mr. Hall. At the close of the service Miss Middlekauff played several pieces, beginning with *Pro Peccatis* from the *Stabat Mater* by Rossini, and ending with the *Sanctus*.

The subject of the afternoon prayer-meeting was: "As a man thinketh in his heart, so is he." The regular prayer-meetings for the Bible sections were held in the evening.

## The Christian Association.

The regular Thursday evening prayer-meeting of Nov. 8 was postponed till Friday evening, when Dr. Phillips Brooks addressed the College, taking for his text the familiar story of Christ's healing the blind man. Some people, Dr. Brooks said, think of the Bible as a great treasury of truth; others as a great treasury of commandments; and still a third class, as a great host of people who come to be our friends and by their very sins and forgiveness are able to help other struggling children of God. Every part of the story of the blind man is of some help to us. First, we are to notice the way in which the people around him tried to explain his blindness. They attributed it to something outside his present condition; to a sin committed by himself in a previous state of existence, or to the sin of his parents; but Jesus will hear nothing of this. He does not try to account for his blindness. His only thought is that the works of God are to be made manifest in this blind man. The lesson we may learn is this: We are not to ponder how we came into the condition in which we are, but to believe that in this condition it is God's intention that some of His works be made manifest in us. No condition is so bad or so distressed that God cannot do some of His works in it. We have only to open our lives to the sunlight, to use our conditions. No other person is just the duplicate of any one of us, therefore there is something each can do, there is some of God's glory, which each can catch and radiate, never caught and radiated before.

We are to notice as a second point that Christ used material means. Why? To teach us that all His world is sacred and that nothing is too common or too humble to be used for healing. God means us to use every thing around us. Every thing is consecrated and should make us feel the touch of our Lord. Every thing is refulgent and redolent of the God who made it, in so far as He uses it to bless His children. Again, the man was in trouble because of his healing. The Jews questioned him concerning Jesus, and though he was certain of what had been done for him, he was in doubt, knowing little of the Saviour's history or mission. Many Christians likewise think they know what Jesus has done for them, yet know not how to answer the difficult questions which are put to them concerning their Lord. First, we ought to have the certainty that we are Christ's, and Christ is ours; then all that we may seek to know about the Saviour will bring us nearer to him. We are to notice also the disappointment of the man. He belonged to a Jewish family and to the Jewish church and had a right to expect them to stand by him. Yet when both cast him off he stood firm. Even if his parents deserted him and his church forsook him, he still had Christ. It should be a care to us also to keep our souls so close to the Saviour, to have such a personal love and experience of Christ, that he is real to us in spite of any lack of worldly sympathy. As the last and crowning point, Jesus finds the man, looks full in his face, and claims him absolutely. He is sure now that Jesus is of God. If we each ask ourselves the question: "Shall I be ready for troubles and difficulties?" the answer must be: "Yes, if my faith is in Christ, I believe; therefore I fear nothing." This is a rich story, beginning with a blind man, and ending with a man full of light, drinking in the face and life of Jesus. And it is not our gain alone, but Christ, too, is made happy when we let Him do His work in us.

## The Course of Lectures in General Literature.

We are disposed to change the familiar saying: "All's well that ends well," to "All's well that begins well," as we review the first series in the new course of lectures in General Literature. A student who proposes to do intelligent work in any department of Language or Literature will make a serious mistake if she fails to give these lectures her constant attendance.

Prof. Sée of the French Department has recently begun the course, with three lectures given, since October 13, on alternate Saturdays. The grand object desired, namely,—presentation of these themes from the standpoint of the scholar possessed with the enthusiasm of the literature of her native tongue, has been attained. It is not the fault of the lecturer if we hereafter underrate the foundation value of the French language and learning in the establishment of modern literature.

In her first lecture, Prof. Sée treated the subject of the French Language and the vicissitudes which it experienced in its historical career in the Mediæval Centuries.

In her second, she took up the popular Epics and Lyrics of the early French, dwelling particularly on Troubadour poetry as the Lyrical outcome of the manners of the times, and upon the earliest form of the Novel as illustrated by *Flamenc*.

Prof. Sée's theme in her third lecture was the Song of the Crusade against the Albigenses, introduced by a brief account of the peculiarities of the sect. The probable dual authorship of this great epic of Southern France, the characteristics of each portion, and the historic and literary values of the Song as a whole, were discussed in turn.

It was a happy thought to illustrate these lectures by snatches of translation, which were well read by a student in the Department of Education. A still happier thought was to provide the audience with papyrograph outlines of the lectures, accompanied by a choice list of reference books to encourage further study.

Prof. Sée's themes are to be continued by Prof. Cohn of Harvard University. We bespeak for Prof. Cohn, to whose lectures the College has many times listened with interest, the cordial welcome of old friends and new.

## The Concert.

The Concert of last Monday evening was decidedly of the popular order, as was evinced by the crowded state of the chapel and almost breathless attention given to the several pieces, as well as by the hearty

applause bestowed upon each number. It was a concert that could be enjoyed by every one, whether musically cultivated or not. The Lotus Glee Club of male voices probably has no superior in this country. The voices individually are not only fine by nature and study, but the balance and perfection of ensemble effects are something truly wonderful and could only have come through the incessant practice that it is the habit of this Club to keep up. In addition to the work of the Quartette, several fine solos were given,—that of Mr. Devoll being particularly noticeable through his almost phenomenally high and sweet tenor voice and his remarkable purity and delicacy of style. Miss Belle Botsford, the talented young violinist, recently home from a five years course of study in Paris under Léonard and other noted masters, charmed every one by her pure, broad style, her fluent and faultless technique, her artistic delivery and no less by her simple, unaffected manner. The program is given below:

1. The Students.....Lacome
2. Violin Solo, *Souvenir de Bade*.....Leonard
3. Solo, *Alas, how easily things go wrong*.....Folkstone
4. Quartette, *Night Witchery*.....Storch
5. Solo, *The Diva*.....Loder
6. Violin Solo, { a. *Larghetto*.....Tartini  
b. *Loure*.....Bach
7. Quartette, *Massa's in the cold ground*.....Arranged by Frank J. Smith
8. Solo, *Where is Heaven?*.....Bobin
9. Violin Solo, *Mazurka*.....Zarzycki
10. The Skipper.....Jude
11. Quartette, *Serenade*.....Abt

## The Indian Agent.

The agents to the Indians are appointed by the commissioner at Washington, and it should be a cause of rejoicing to all friends of the Indians that Mr. Oberly, a man eminently qualified for such a commission, has been lately appointed to it.

Partly owing to the spoils system, the Indian service has been in a most deplorable condition for years. Many of the agents are appointed solely for political reasons, without the slightest reference to their ability. It is true this same thing happens in other departments of the civil service, but in this case the government assigns useless men, women and children to the charge of an agent who is indifferent and sometimes even detrimental to their mental and moral, as well as physical welfare. When appointed to office, the agent is sometimes told that he "must do what he ought to do, and if he doesn't do that, he will be removed and must pay his own expenses home." This threat may convey some terror in its sound, but it is not effectual; for is it likely that the agent who performs his duties with other than philanthropic motives will hold himself bound to report his own wrong doings to an authority many hundred miles away, simply because there is no one to do it for him?

The agents are often not only incapable, but grossly ignorant, with moral characters worse than those of the Indians. There have been cases in which saloons were allowed within the reservations, where the agents, too much under the influence of liquor to attend to their duties, actually offered liquor to the Indians and taught them to drink. How can we expect to civilize the Indians, when we send to them men more degraded than they? Occasionally a complaint arrests the attention of the Commissioner. And then, what is done? If for mere decency's sake he is obliged to remove the agent, instead of dismissing him from the service he transfers him to another section where he will soon be able to do as much harm as before. In one of the reservation schools measles broke out, and the superintendent, not wishing to be troubled with a hospital, sent the children home on their mothers' backs. It was winter, and the weather was favorable to a large death-rate from that disease. Of the 85 children who were sent home, 30 or more died. This is one of the less aggravated cases, for the superintendent was "a nice enough man," as Prof. Painter says, only densely ignorant.

While the dominant idea of some agents seems to be that the Indian should be oppressed and driven about and made to feel the agent's supreme power, many are doing a good work toward the civilization of the Indian, but unfortunately the government has no more hesitation in turning these men out of office than it has in appointing incompetent men in their places. When an agent conscientiously fulfils his duties, he can accomplish an untold amount of good. He has the general supervision over the dispensation of the rations and any supplies the Indians may need for carrying on their occupations, and is absolute ruler over the reservation, reporting only to Washington. A large number of the men are efficient men, doing their very best for the Indians, establishing many schools, patiently raising the mental and moral character, while caring for the physical welfare of the red man.

The executive part of the government is not entirely to blame for the existing mismanagement. The office of agent is made so unimportant, and the salary is so small, that it is almost impossible for a man of ability to enter the service. It is not considered practicable as yet to do away with the agency system. The Indians are not ready to govern themselves, or to undertake the responsibility of managing their own affairs. Indeed, were the system as well conducted as it might be, nothing more could be asked for at present by the friends of the Indian. Therefore, what we want is not the abolishment of the agency system, but to secure the system against the evil and corruption which have crept in.

## Dr. Speakman's Last Hygienic Lecture.

Dr. Speakman's last lecture in Hygiene was on the emotions. She spoke of their physical effects on the system. It is well known that fear is an important factor in increasing an epidemic. In illustration of this the Doctor said that, in the last scourge of yellow fever in the South, Creoles and negroes were supposed to be proof against the disease. This year hundreds of them have been dying because some doctor discovered that they were not proof against it. Now they get the germ cell in the brain and die. The Doctor told the students to cultivate pleasurable emotions, to act well and think well, thus combining religion and health. When the lecture ended, the girls showed their appreciation and good will for the Doctor by a hearty round of applause.

## At Mrs. Lovewell's.

Saturday evening, Nov. 10, the second of the series of musicals at Mrs. Lovewell's was given, the subject being Haydn.

After a brief resumé of the composer considered in the last meeting, Beethoven, Miss Watson played most delightfully his 7th Sonata, Opus 10. Miss Rockwood gave a very interesting sketch of Haydn's life. The 7th Symphony was then played by Miss Watson and Mr. H. Lovewell in a most spirited manner highly appreciated by all. Miss Coe's paper on the Works of Haydn showed in its clear, exhaustive treatment much re-

search and care. Two vocal duets, Massine's *Land of the Swallows* and Rubenstein's *Wanderer's Nacht Lied* completed the entertainment.

The program was purposely short, so as to give opportunity for social intercourse with the friends who were present. Among these were Frau-lein Cordemann, Miss Tuttle and Mrs. Durant, this last being especially the honored guest of the evening, and taking home with her a souvenir of rhymes and roses. Not the least pleasing feature of the occasion was the attractive appearance of the young ladies in their pretty evening gowns.

## College Notes.

Thursday afternoon, Nov. 8, the Junior class completed their elections. The officers for the year '88-'89 are as follows: President, Miss Camilla Gowans; Vice President, Miss Florence May; Recording Secretary, Miss Jennie B. McIver; Corresponding Secretary, Miss Mary D. Landeburn; Treasurer, Miss Mabel Lee Godfrey; First Historian, Miss Martha P. Conant; Second Historian, Miss Sadie McNary; Factotum, Miss Lucia Morrill; Executive Committee, Miss Belle Sherwin, Miss Lillian M. Haynes and Miss Charlotte E. Greenbank.

Friday evening, Nov. 9, the Senior class were given a dinner at Freeman Cottage. Although disappointed at the last moment in their hopes for the presence of their honorary members, Dr. Phillips Brooks and Mrs. Goodwin, yet the occasion proved a pleasant one to all and was happily closed by toasts to the hostess, Miss Dennison, to the guests and to the honorary members.

The attention of the College is called to the following communication: *To the Editors of the Courant*—

The Chairman of the Wellesley College Chapel Fund Association begs leave to announce through your columns that on the afternoon and evening of Monday, December 3, there will be held at the college a sale of useful and fancy articles for the benefit of the Chapel Fund. Contributions from present and former students, as well as from all friends of the Association, are earnestly solicited, and hearty cooperation invited, that the day may be made one of interest and pleasure, no less than of financial benefit to the Association. Articles for the Sale may be sent to

MARY L. BEAN, Chairman Com. of '89.

A fair was held Thursday evening of last week, in Chapel Hall, for the benefit of the Wellesley Episcopal Mission. Among the helpers were teachers and students from the College and Dana Hall.

Mrs. Alice Freeman Palmer has been recently elected President of the Woman's Home Missionary Association.

It is now announced that Rev. Dr. J. T. Duryea of the Central Congregational church, Boston, has accepted a formal call to the pastorate of the Congregational church in Omaha, Neb.

All at Waban are staunch Republicans except Mike. Before the election each one around the Waban table felt her heart thrill with a desire to forward the interests of her party; but what could women do in such a place as Wellesley? Meantime the spirit of democracy was fermenting in the kitchen. Mike had subscribed for a paper. It was the *Boston Globe*, and all unheeded he was learning to think for himself "according to the *Globe's* directions." Election day came. The Waban girls went up to the College and cast their abortive votes for Harrison and Morton, but Mike went down to the polls and voted the straight Democratic ticket. Oh, the cries of anguish that rent the air when the family heard what had become of the only bona fide Waban vote! "Mike, why did you vote the Democratic ticket?" asked the philosophical maiden. "Oh! all Natick where I come from votes that way," answered the good-natured Democrat. Still the Wabanites were not despondent. They tried to make up for lost opportunities by bribing a hand-organ man to work for the next four years for the Republican party, and by persuading Mike to build a bonfire in honor of Harrison and Morton. That bonfire! The flames leaped to the height of the fourth barrel. The tottering pyramid fell. Wild shrieks of "Harrison and Morton! Wa! Hoo! Wa!" filled the air. How could anything so huge have come from Waban mouths? Tubers were sacrificed upon the flames. Their ashes were irrecoverable. Blood-curdling tales were told. Wreathed in smoke the ghost of the Democratic party vanished as the Waban girls fired their last salute: "Harrison and Morton! Wa! Hoo! Wa!"

The torchlight procession of six hundred and fifty Wellesley girls, which was to have graced the College avenue Saturday evening, was given up on account of the heavy rain, "none but the Prohibitionists," as a Junior gloomily remarked, "feeling equal to a parade in such weather."

## OUR OUTLOOK.

The woman suffrage resolutions adopted by the National W. C. T. U. Convention have no uncertain sound:

*Resolved*, That the right of the citizen to vote should not be abridged or denied on account of sex; we therefore urge an amendment to the national constitution granting woman the franchise.

*Resolved*, That we denounce the adverse decision in Washington Territory, made in the interests of the liquor traffic, by which women are once more disfranchised, and call upon the Supreme Court to vindicate once for all the validity of laws giving the ballot to woman for the protection of her home.

Another woman has passed her examination and will soon be admitted as a member of the Suffolk County (Boston) bar. When admitted, Miss Mary A. Green will be the second Massachusetts woman lawyer, Mrs. Lelia J. Robinson being the first.

The Chicago Evening Law School has had a lively fight over the question of admitting women as students. The school is incorporated under the State law, and was opened a short time ago in the Appellate Court room, with Judges Moran and Bailey of the Appellate Court as faculty and seventy young men as students. Miss Emma Baumann and Miss Baker applied for admission. Both are stenographers, and wished to perfect themselves in legal technicalities to enable them to do court reporting. Strong opposition was made to their admission. Mrs. Myra Bradwell of the *Legal News* and other ladies took up the cause of the young lady applicants. The sentiment of the students is said to have been against their admission, but Judge Moran sensibly said: "Let the ladies be given equal privileges. If young gentlemen are mentally superior, let them demonstrate it by proficiency in their studies." The directors were divided, but after some discussion and a postponement or two, they have voted that women shall be admitted. This scores one more victory for justice and common-sense.

*Philosophy Department*: "To express their approbation, our Teutonic forefathers clashed their spears. How slowly civilization progresses that after so many centuries we should have advanced no further than to be content with the clapping of hands! It is time other members of the body were differentiated for the purpose of manifesting approval. We speak of the ears. Let them be inclined forward without creaking; simple but expressive mode of applause."



## COLLEGE COURTESIES.

CARRIE WILLIAMSON, '89.

"Happy are they that hear their detractions and can put them to nothing."

"The trouble is, we are too crowded," sighed an Upper Class Girl. She was not speaking of the Chapel, although one cannot sit through one service on Sunday, or even an ordinary Chapel exercise on a week-day, without feeling herself cramped as to body and lungs by the compact seats and vitiated air. May the ship which will bring to us a Chapel perfect in architecture and accommodations sail quickly into Waban Mere!

This unhappy member of the College was speaking of the Library, which had been admirably equipped by our generous founder, for three hundred girls, but which is too small for the seven hundred who have come so quickly to fill and overflow the spacious Wellesley halls. The noise, the confusion is that against which one has heard outcries every day since College re-opened. Perhaps it may not be known to the new students that last year the members of the various classes entered into an agreement to preserve quiet and order in the Library. It is not surprising if such a compact has not yet reached the ears of new comers, since it seems to have been entirely forgotten by many of the old sojourners.

Let us give an experience of an Upper Class Girl. In the first place, consider the Upper Class Girl generically, not specifically. She has work to be done which requires careful, diligent application. She goes into the Library and establishes herself in an alcove near the books which she must use. She plunges into her work, but soon finds that she has plunged into a boiling caldron of whispering, chattering, talking, laughing girls. Above her—and, by-the-way, might it be suggested that the galleries are scarcely the place for mutual confidences, or concerted Greek translations—above her, two girls are engaged in a lively discussion of French idioms. Near her, two Freshmen are trying to drag each other through the prisms and cones of solid Geometry. Three students have been to the office for mail and are discussing the contents of their letters. These are a few cases out of many. Poor U. C. G. puts her fingers to her ears and conjures up all the little aphorisms she has heard about concentration. To no avail! In despair, she leaves the alcove and seats herself at the center table. This is a little better as to individual noise, but worse as to general confusion. Some students seem to delude themselves with the idea that they may stand at the Library door or in the corridor just outside and talk as loudly as fancy may dictate, and that the intervening medium is impenetrable. At the center table U. C. G. has a new experience. She leaves her chair for a moment with note-book open before it, and goes in search of a desired book. She returns to find her chair gone. This pleasant little incident happens five times in the course of the morning, temper thereby not perceptibly improved. It may be found expedient for each student to provide herself with a camp-stool. Any valuable information in regard to the easy transportation of the same will be thankfully received. It seems scarcely necessary to remark that the librarian's chair is a fixture and not common property.

College friends, what is to be done? We all feel the need of a radical change in this matter. How can a studious and scholarly quiet be preserved in that Library? In no other way than by a strenuous effort on the part of every individual to remember her neighbor's comfort. Might it be suggested that all who have no immediate use for the Library, whether studying Freshman Mathematics, Chemistry, Logic or the Philosophy of Style, will find themselves and others better accommodated by the use of their own rooms, or the settees in the corridors if they live out of the main building. In the second and third floor centers and at the end of the side corridors there are convenient tables. In by-gone days students have been known to find the trunk-rooms most secluded and desirable for purposes of study. Some such arrangement is especially valuable, when students wish to study together. In this way, more room, more quiet, more air would be secured.

There is another place where there is again the cry for "More room!" This is at the elevator. We have few opportunities to practice the so-called courtesies of life while in College, and all would be very sorry to see the time-honored custom of elevator etiquette abolished. We, when under class girls, found ourselves none the worse because we waited until the Faculty and members of the upper classes had passed in before us. Take our word for it, and try it. Of course, we realize that it is impossible for every new student to learn all at once who are the Faculty, who the old girls and who the new. We do not flatter ourselves that our Junior and Senior dignity is so unmistakably impressed upon our brows. But stop a moment before you push your way from the rear ranks of a crowd about the elevator, especially when you see that those in the front row are holding back for some one. You are in a rush, maybe, to get to a recitation. You will live just as long, if you don't get there the minute the previous class is dismissed. Moreover, the majority of Junior and Senior recitations are on the fourth and fifth floors.

New girls all, we are glad to have you with us, and we are sorry there is not more room. We will do our best to make you comfortable and happy, and the individual as well as the general good will be promoted by remembering that courtesy always pays.

## AN AUTUMN LAY.

MABEL ROSAMOND WING, '87.

Let others sing Of merry Spring, Its sunny hours And tender flowers,— Our theme will be To sing to thee A roundelay Of brown and gray.	At Winter's feet Is snowy sheet, Yet flecked with black Across the track Of shrubs and trees. And here one sees No pleasant way Through brown and gray.
The iris hues Which Summer strews Throughout the land With lavish hand Are colors bright Which all delight, Our court we'll pay To brown and gray.	The sober onks In their brown cloaks, With reddish tinge, Or golden fringe, Are trees well dressed, But all the rest Have cast away More brown than gray.
The brilliant red And gold that shed A radiance rare In all the air,— Shall these be proved More to be loved, Than Fall's array Of brown and gray?	Each drifting cloud Helps form a shroud To cover all The wasting Fall. November's mist Has often kissed At dawning day The brown and gray.
All gold and red The leaves were shed, But fallen down They turned to brown. Soft mosses trim Each trunk and limb,— The Fall display Of brown and gray.	So make us glad, Nor leave us sad, O neutral tints And colored hints,— Thou softened light Of Autumn's flight, Making each day More brown and gray!

## The Relation of a College Course to Medical Study and Practice.

RUTH WEBSTER LATHROP, '88.

Of the many ways in general of handling nature Matthew Arnold designates four of particular importance. As introductory to their enumeration he says: "A rough and ready critic imagines that it is all the same so long as nature is handled at all, and fails to draw the needful distinction between modes of handling her." Then he mentions these methods as "The conventional way of handling nature, the faithful way of handling nature, the Greek way of handling nature, and the magical way of handling nature." To the rough and ready student of natural science it may perchance appear "all the same" so long as science is studied at all; but to the thoughtful student of natural science, or to be yet more explicit, to the thoughtful student of those manifestations of nature that come within the domain of medical science, the method of studying is full of meaning. For by method of study here is meant a system of careful investigation, of accurate experiment and of logical thought, characterized by an economy of force that leads to the most successful differentiation. Matthew Arnold further interprets the methods quoted by saying: "In all these last

the eye is on the object, but with a difference; in the faithful way of handling nature the eye is on the object, and that is all you can say; in the Greek, the eye is on the object but lightness and brightness are added; in the conventional way of handling nature the eye is not on the object."

In projecting the various ways in which medical science may be studied we may undoubtedly make successful appropriation of at least these three methods of handling nature in which *the eye is on the object*, and for the moment leave the conventional method. What then are the preparatory and subsequent relations of these methods for the student of medicine? In the first case we may consider that we are dealing chiefly with the organism as related to its environment. Here the organism is the college student and the various subjects she is pursuing represent various factors in her surroundings that call forth differing reactions; and it is a natural result of these reactions that knowledge, character and ability are gained; in fine that there is attained a superiority of position that means power. The successful study of language demands faithfulness, the study of sciences requires accuracy of investigation, and the study of philosophy leads to logical discrimination.

Which of these factors can the student of medicine omit? Surely not one; each is potent, essential, for in order to have lightness and brightness in her work she must have some basis for understanding and reasoning. The study of anatomy is indeed prosaic for one who has no knowledge of philosophy, while with a practical acquaintance with language every part of each tissue has an added interest on account of the meaning of the word that names it, and there is not a homely bone that may not become fairly picturesque when viewed in the light of intelligible medical terminology. Again, the student who for the first time in the chemical, pathological or physiological laboratory of the medical college becomes familiar with the test tube, microscope, frog, etc., has not the same purchase on successful experimentation that her college-bred companion should have. And how many fallacies in diagnosis and practice should naturally be expected from that practitioner whose mind had never, before entering the medical college, considered the philosophy of cause and effect and the doctrine of correlations? We might go on through the various departments of medical science to show the definite relations of general college work to each; but greater vividness is here possible from viewing the negative probability.

Chauncey M. Depew in a recent address to a class of medical graduates states that the proportion of physicians to citizens is 1 to 300. He accounts for the support of all by the fact that many of the complicated cases that fill the time of the specialist have been brought to their state of complication by the ignorant treatment of an inferior member of the profession. Whence these inferior specimens unless from the ranks of unprepared students? Mr. Depew adds the encouragement that in medicine as in all other professions "There is plenty of room at the top." Surely then we may infer that a physician's preparatory training will have a definite influence in leading her to aim for the top of her profession.

It is not for the student who cares for the nominal M. D., who selects the profession of medicine because it is popular or exciting, or because she dislikes it less than any other professions, but to the interested student, who is endeavoring to learn because it will lead her to *be something*, and after being, to *do something* helpful, that the top of a profession holds out laurels worthy of the highest effort. That "Life is short, and art is long" is so unmistakably proved that in any undertaking we look for the most direct route to success. To those who have tested it, a general college course forms an uncomparably advantageous stepping-stone to a medical course. Who will suggest its equivalent? Plainly, only genius pleads exception. For the college student of one, two, three or four years will undoubtedly recognize that her methods of study have been strengthened and amplified by a pleasing variety of training; will acknowledge that she *knows herself* better, *i. e.*, that she appreciates her capabilities and how to use her own force in developing them; she also testifies that faithfulness, lightness, brightness and magic have a strong place in this development. *These* she acquires by having her eye on the object; the faithfulness by constant attention; the lightness and brightness by looking through the mind's eye of various previous and contemporary investigators; and the magic, whether of individual enthusiasm or of a professor's brilliant presentation of a subject, is that subtle influence of affinity that arouses the curiosity to read beyond the assigned lesson, to perform one more than the required number of experiments or to yield to an impulse towards original work—an affinity which holds the eye on the object. Acknowledged then that the college-bred student should by endowment be an appreciative, thorough medical student, pursuing medicine with the same general but increased special development; acknowledge that she has the advantageous ground of a definite—though somewhat limited—knowledge of herself, let us in the second place consider chiefly environment as related to organisms. A careful inspection of her surroundings shows the doctor that she has much to do to do besides to cure and attempts to cure disease. It is popular and modern to speak of the preventive school of medicine, and yet it is also classical; for by tracing the derivation of the word medicine we find that *to plan, to care for, to provide against* were earlier meanings than *to heal or cure*; thus the prophylactic doctrine is one of which we may safely affirm "*Quod semper, quod ubique, quod ab omnibus creditum est.*" But we are forced to admit here as in other departments that *to believe* is not necessarily *to do*. For example, the well known adage, "An ounce of prevention is worth a pound of cure" is much more frequently applied as a doctrine than as a practice. Our fourth way of studying medicine is that in which the eye is not on the object; it is, however, on the environment; and here too chiefly is the eye of the practitioner. That physician who understands her surroundings will be careful for the condition of health, and will guard against those conditions which favor the existence of bacteria—the chief enemy of the race at present.

Whether one studies in the regular or homeopathic school of medicine there is a similarity in the plan of work, the same objective point should be reached, namely, the practice, if it may be thus termed, of preventive medicine. The present era demands the thoughts and acts not only of the students and physicians, in the attempt to establish healthful conditions, but of every human being; only by the co-operation of the laity can this result be accomplished. And in order to insure this there seems to be a direct and forcible demand for hygienic training in our colleges. Compulsory courses in this department would be well, but seldom do we find even elective opportunities. True in the Zoological laboratory we hear and prove that "Life consists in the continuous reactions of organized matter upon incident forces," also that "The reactions are varied in direct ratio with the complexity of the organism in connection with a complex environment." Yet what does this teach us of the practical care of our personal organisms and the sanitary conditions of their environment? If the wise saying of Plato, "Know Thyself" which is indeed the key-note of the preventive school of medicine, be taken as a watch word, evidently it would lead to such study of organisms and their surroundings that there would be fair hopes of raising the standard of health to its par value.

The college graduates are already a powerful factor in the progress of the age; so, undoubtedly, they may be trusted here to institute and enforce those reforms that promise health; they are the class first to exercise that individual enthusiasm and faithful devotion, to manifest that magical lightness and brightness which will make them, whether chemists, physicists, physicians or philanthropists, not simply successful students of nature, but *eminently successful practitioners of medicine* in its broadest sense.

## OUR WASHINGTON LETTER.

SOPHONISBA P. BRECKINRIDGE, '88.

A "Washington Letter" suggests all kinds of delightful bits of gossip about gay society, and about famous men and women, with whom the newspaper correspondent is proverbially intimate. But as yet there is no gaiety in Washington, for the gay people are just getting settled after their long summer jaunts and are now spending their time pushing and crowding about the counters of the "Boston Dry Goods House" preparing for the winter campaign that begins after the other one has become a thing of the past. Even the First Lady is thinking of such frivolous things as clothes, for I saw her trying on a new bonnet this afternoon in a downtown hat store. And as for famous people, they are hurrying about at the orders of Chairmen Quay and Brice.

Since the 20th of June few things of interest have happened; since you started to work in September, almost nothing. The taking the vote on the Mills bill was an exciting occasion. Almost every seat in the House of Representatives was occupied, and those whose chairs were empty were more conspicuous than ever in their lives. It was a very different scene the House presented on Saturday when the adjournment took place. Fifteen members were there to hear the gavel fall and to maintain the dignity of the whole body, and as taking recesses was about all they had strength to do, between the hour of convening and the set hour of adjournment, there was opportunity for the pages to turn the hall of Congress

into a great play room, which they did with little hesitation. On this occasion, all the big men who are usually the first pointed out, were absent. The chair of the chairman of the Committee on Ways and Means was empty, he was in the West, contradicting Blaine. McKinley, who is always conspicuous for his likeness to the pictures of Napoleon as well as because of his unflinching courtesy and knowledge of the Tariff, has been absent all summer, more devoted to the bedside of his sick wife than to his engrossing studies.

Tom Reed, the leader of the Republicans, was not to be seen; he is somewhere putting in good work for Reed and Harrison. Nor was Butterworth, whom some of you heard in Boston last spring, in his seat. He is thought by many,—by most of the Democrats, to be the ablest man on his side of the house; he is certainly the most attractive, with his voice clear and sweet as a bell, his true, genuine, unflinching, kindly wit, and a statesmanship broad enough to embrace a whole continent. Billy Wilson's form was wanting, too, in the picture. He is probably the most scholarly man in the House; was a professor and college president before he came here, and, in spite of all that, is as fond of practical jokes as any school boy in the country. No, the adjournment was by no means impressive. The speaker and the members were too tired to show any great delight, but the occasion was not allowed to pass without any expression of pleasure, for the newspaper men in the press gallery, think of it, completed the exercises by singing "Praise God from Whom all blessings flow," regardless of time and tune, but evidently meaning the words.

There is just one reason why the adjournment of Congress is to be regretted, and that is its effect on general conversation in this city. Since about the middle of August it has been an unflinching subject for conjecture and topic of conversation, second not even to the weather.

I hope those of you who are really interested in the Tariff, as a matter of prime importance, after as well as before the election, will look out for the appearance of the comparative analysis of the Senate bill, the Mills bill and the existing law. This analysis has been prepared by the experts of the Treasury Department at immense expense of time and labor. Some advance sheets were printed several days ago, and the whole result is now out.

There are some of you interested in the High School here. Its work goes on smoothly. There are 1200 pupils now and the school boasts an annex made necessary by the great increase in numbers over last year. It still mourns its irretrievable loss of last spring, though the new principal is a successful principal, as well as a charming gentleman.

Will you pardon for this time the absolute dearth of news? There is no place so desolate as Washington out of the season and during the recess of Congress. And besides, this is really meant more as a salutatory and congratulatory epistle than as a complete account of the city at this time. Miss McDonald and I have been promised an occasional place in your columns and we hope to be able to give you as good accounts as possible of the re-opening of political life, of the beginning of the social season, and of whatever matters of interest may arise during the winter. We did our best to prepare for these communications by going last week to a school of journalism here, conducted by a lady who writes for various journals, and who promises to do more with any pupil in a short course of lessons than Miss Hodgkins and Miss Stratton would attempt with the brightest girl in three years. I am afraid we were easily discouraged, for when she said "you wasn't" we decided she would hardly help us in our correspondence with you. We had even greater hopes still, for another woman advertises to teach one to be witty by rule, and we thought we had struck a bonanza, but since the other hope failed, we have felt afraid to try her. However we will do our best. Our congratulations and our love are always with you.

## TO THE MAPLE TREE.

STUDENT.

I watch you stand so patient, calm and still,  
With bleeding wounds across your leafy breast,  
And in my heart I feel rebellious pain,  
That Maple-trees must wither with the rest.

Deep pain I feel, as sorrow for a friend,  
To see those crimson stains upon your breast,  
And yet we nearer feel to maple-trees,  
Knowing they die and wither with the rest.

## FOUR MOONS ABROAD.

v.

A Week in Holland.

MARY E. MEDDICK, '84.

We had said farewell to old England with her magnificent cathedrals, historic towers and mystic castles and with all the fresh ardor of the new traveller we now turned towards our first really foreign country, Holland, the land of dykes and windmills. The steamer ride from Queensboro to Flushing prepared us to be delighted with anything in the line of terra firma and accordingly we were immediately enthusiastic over Dutchland.

A ride of a few minutes brought us to Middelburg, where we stopped for rest and breakfast, or perhaps it would be better to reverse the order. Our best of friends, Mr. Baedeker, had informed us that this was a very characteristic Dutch town and we soon began exploring with our usual avidity. And there they were on every side, most perfect illustrations of all the books we had ever read on Holland: pretty Dutch maidens, with ruddy cheeks and bare brown arms; their quaint faces charmingly set off by their spotless white caps, fastened at the temples with gold or gilt ornaments, which to the uninitiated, look as though they must screw into the head; a kerchief or little shawl worn primly over the shoulders, usually a few strings of coral beads about the neck, and last but not least the clumping wooden shoes. Here too were the children, looking like little old men and women with their baggy trousers and long dresses; old and middle aged women with a sort of yoke across their shoulders, by which they bore pails of water or other burdens; while here and there a woman was leading or driving her donkey, behind which was a cart filled with fresh vegetables. The men were too ordinary in appearance to attract much attention but we turned again and again to the quaintly picturesque costumes of the women and were filled with admiration for their quiet dignity and pleasing manners.

But we soon left this interesting peasant town and after five hours of travelling and four times changing cars, found ourselves in the Hague, where we were greeted on all sides with a Dutch gibberish that seemed almost supernatural. During the journey we had had a chance to become convinced of the stubborn persistence in the Dutch character by one of their representatives, who took savage delight in smoking in our compartment, in spite of all our protestations. We concluded that persistence was a valuable trait of character in building dykes but not in smoking Dutch tobacco in the compartment with American ladies.

We settled down in our charming hotel at the Hague with the expectation of spending three very delightful days in this most cosmopolitan city and we were not disappointed. The city was filled with travellers, many of whom were English or American and there was an air of Continental gaiety about it that made it very attractive. Of course the centre of interest for us was the art gallery, which is filled with rare paintings from all the Dutch masters. Rembrandt's "School of Anatomy," one of the world's great pictures, is here and we were filled with speechless wonder, as we looked upon this miracle of art and felt that this portrayal of life and death was the work of a human hand. This is one of the pictures, of which a photograph can give you but a poor conception, so great is the effect produced by light and shade and the wonderful distribution of color. We have been confronting a picture of death and a great contrast awaits us as we pass to another room and stand before Paul Potter's "Bull," of which it has been well said, "he is alive." A life sized bull, a cow lying down, a few sheep, a shepherd and a pastoral landscape make up the picture, and so perfect is it in every detail, that it is difficult to believe you are standing before a painted canvas and are not in one of the open fields of Holland, filled with the beautiful cattle, so dear to the Hollanders. Ruysdael, Dow, Steen, Van Ostad, Van Dyke and other Dutch painters of note are represented by many pictures of great merit in this gallery, but these I will not attempt to describe.

Art galleries are charming but they are a strain upon both the mind and the sensibilities and so an excursion to Scheveningen proved a most agreeable and beneficial change. As you probably know, this is the great seaside resort of Holland and is about two miles from the Hague, the road between them passing through a double row of magnificent elms, whose shade is impenetrable. The ride seemed all too short and we soon saw the melancholy North Sea stretching out before us. As we looked upon its gray, sinister waves, our imaginations could easily picture the



fisherman's bark being carried hither and thither with impetuous rage, in the darkness of night, utterly powerless in the relentless tempest. But our thoughts go further and picture the shipwreck and the grief in the little cottage upon the downs, where the wife and children of the lost fisherman weep silently for husband and father. But these are only reflections, for surely the scene before us is as gay and festive as heart could wish. The broad beach of sand as fine and white as ashes, covered with hundreds of wicker chairs almost concealing their occupants; bathing carts in endless numbers; people of every nation, some walking, some driving, with here and there a Scheveningen maid or sturdy old tar; and back of all a line of beautiful villas, form a picture worthy of any artist.

Before returning to the Hague, we wandered up to the little village of Scheveningen and much to our delight were soon surrounded by dozens of peasants, who regarded us quite as curiously as we did them. Our communications were carried on principally by smiles and gestures, as they knew no English and we no Dutch. It is a notable fact that in Holland the peasant almost always recognizes the stranger by oddly touching his hat and saying "Good Morning" or "Good Evening" and it certainly gives one a homelike feeling to be thus quaintly saluted.

We had enjoyed the Vieux Doelen hotel at the Hague so much that we reluctantly saw our luggage taken from our rooms the following day. Every morning of our stay we had each been presented with a fine rose and as we now hastened to the carriages in waiting, we were surrounded by the row of ever-bowing servants, who extended to each of us a small bouquet, a photograph of the hotel and a package of caramels. What did it all mean? Why so much courtesy and attention? We could not understand but our chaperon looked wise—she paid the bill.

Our aim was to reach Amsterdam that evening and stop at Haarlem for the day. In the latter city, we went directly to the City Hall to see the pictures of Franz Hals and found ourselves surrounded with officers and "civil guards" of the sixteenth century. With no offence to the illustrious artist, I found the society of these worthy gentlemen rather oppressive and breathed more freely, when we started for the Cathedral, hoping to hear the great organ of Christian Müller, said to be the largest in the world.

A free organ recital is given once a week, but as usual, we did not strike the free day. However, for thirteen florins we had a private concert and perhaps the pleasure in the sense of monopoly was a compensation. It was an hour of purest peace and exquisite pleasure, and as the ponderous tones pealed forth from those mighty pipes, we could close our eyes and dream we were listening to Mozart or Händel as they played those same keys more than a hundred years ago. In a review of our summer's trip, there is no more delightful memory than the hour spent in the bare old Cathedral at Haarlem.

Another ride through the flat Holland country, always varied with canals and windmills, and peasant women working in the fields, brought us to Amsterdam, another city of our dreams. It is difficult to describe our first impression of the city, as we drove from the station to our hotel. A net-work of canals is seen in every direction and draw-bridges in every stage of motion, some rising, some falling, others closed and these with the high, narrow, leaning houses form a strangely interesting scene. The houses are mostly black, with red roofs and high pointed facades, often decorated with a bluish-relief of some fancy design; but in spite of their funereal color, they always have a cheerful aspect. The canals, which are as broad as rivers, filled with ships and barges, present a busy spectacle, while many of them are bordered by rows of gay and festive shops.

After a night's good rest at the Bible Hotel, we were ready for the finest picture gallery in Holland. The Museum itself, which is just being completed, is a masterpiece in art, so beautiful is it in every detail. Amsterdam is pervaded, as it were, with love and admiration for the great Rembrandt, and to feel this one has only to enter the gallery. As if by instinct you are drawn to a small room, where you find a throng of admiring people standing before Rembrandt's "Night Patrol." I am no connoisseur or critic of art, but I was profoundly impressed with the wonders of this great picture, even more remarkable for its contrast in light and darkness than his other pictures. As you turn to the left, you are standing before Van der Helst's "Banquet of the Civic Guard," another grand and famous picture, but as you leave the room you give your last look to the Rembrandt. The gallery contains many other paintings of interest from the Dutch School, but in this brief paper, I cannot even mention them.

There are several fine private collections of paintings in Amsterdam, particularly in the house of the Burgomaster Six, where hangs Rembrandt's famous portrait of the Burgomaster, together with many others.

A visit to the Royal Palace proves very interesting, particularly if you have a linguistic guide who is conversant with all languages. This worthy individual conducted us into the coronation room and as we looked upon the numerous tattered flags of the Dutch nation, petrified us with the statement, "If you read by Motley, these are the flags of him." We suppressed a smile, for we had been trying our German and could sympathize with him.

A drive about the city was the next thing on the program and at times during the drive we wondered if the reputation of the Dutch for cleanliness were not a delusion. The Jewish quarters of Amsterdam are something infinitely more filthy and more miserable than any thing I had before dreamed of. The whole population seemed to be bundled together in the street, their filthy rags scarcely covering their nakedness, and looked the picture of degradation and despair. Such a scene almost defies description and I will only say we were rejoiced to escape from the dark and fetid atmosphere of this dejected street into the pure and blessed sunshine that greeted us beyond.

One strange sight that meets the stranger is the orphan with its semi-comical, semi-funeral dress. That they may be known from other children, they wear a curious costume, half red and half black, and as you see them first on one side and then on the other, the effect is most ridiculous.

Among the industries of Amsterdam, there is perhaps none so important as diamond cutting and polishing. It was our good fortune to visit one of the largest establishments and watch with our own eyes the deft fingers of the Jewish workmen converting dull, dirty looking stones into brilliant gems, fit to adorn the crown of king or queen. Their method of polishing diamonds is said to be a secret between the Jews of Amsterdam and Antwerp, and their trade amounts to one hundred million of francs annually, while they support more than ten thousand persons.

I have read that Napoleon the Great was bored in Amsterdam, but I think the fault must have been his own. We found it both interesting and amusing and altogether the most unique city we had visited.

Our week with the brave and sturdy people of Holland had come to an end, and so pleasant had been our experiences that we were sorry to leave our Dutch friends and cross the borderland to a new country. And alas! with the change comes a new kind of money, when we have but just mastered the use of florins. However, the noted proprietors, servants, cabmen and even street gamins always stand ready to teach you to use the money of the country.

The train had come and we were already on our way to Antwerp. As we reached the station and our chaperon was peering about for the luggage, one of the "English speaking attendants" rushed forth and exclaimed: "Madam, don't derange yourself about the luggage." And now as we have reached a new country, I will no longer derange myself or my readers with a dull description of so interesting a country as Holland, but will hope that all of you, who love travel, may visit this strange land and meet with as pleasant experiences as did the lucky party of thirteen.

### An Upward Reaching After Light.

PROFESSOR CUMMINGS.

Through the kindness of a friend, there has recently come into possession of the Botanical Department, a specimen which is of great interest, as showing how great a struggle a plant will make to reach the light. It is a species of *Tropaeolum*, more commonly known as *Nasturtium*. This plant went astray in its young days, getting in between the clapboards and boards of the house. Not at all discouraged by its unfavorable surroundings, and knowing that light was necessary to its perfect development, it climbed persistently upward. Longer and longer it grew, until it attained a length of 155 inches with a branch 51 inches long. For a little distance at the base the stem is slightly colored, greenish or reddish, above perfectly colored. The diameter of the stem varies from  $\frac{1}{4}$  to  $\frac{1}{2}$  of an inch, much smaller than that of the plant under normal conditions of growth.

The leaves, 21 in number, are also colorless, and very diminutive, on long and slender leaf-stalks, placed far apart, the longest internode being 15½ inches. The leaf-blade has a diameter of  $\frac{1}{4}$  of an inch, the longest petiole being 9½ inches. It is seen from these figures that the whole energy of the plant was bent toward reaching the light. None of the plant-food could be spent in making thick stems or large leaves. All must be spent

in making growth in length. This is especially noticeable in the leaves. A leaf-blade is of no use in the darkness, so one is made which is only  $\frac{1}{4}$  of an inch in diameter, while the rest of the food is spent in elaborating a petiole, 9½ inches long, by means of which the leaf shall, if possible, be put into favorable conditions for doing its work.

The specimen has been preserved in alcohol for the Botanical Museum.

## Selected.

### A SECOND THOUGHT.

FLORENCE WILKINSON, '88.

In the ancient days  
Arthur loved his queen,  
Guinevere loved Arthur not  
Lost in love for Lancelot.

Love is passing-sweet  
Men and maidens say;  
But I know that Guinevere  
Seeking joy, found wild-eyed fear.

If, dear, one should think you  
Somewhat cold and high,  
One would be wise to ponder well  
'That seeking fire, one might find hell.

—The Century, 1886.

### SHAKESPEARE.

CHARLOTTE ELLSWORTH ROSE, '88.

He has been dead so many years I  
The record on his grave is dim.  
And yet—the men one sees and hears,  
How dead they seem compared to him.

—The Youths Companion.

## BIBLE STUDY AT WELLESLEY COLLEGE.

PROFESSOR MORGAN.

The movement towards according to Bible-study a place in the college curriculum, upheld by the favoring voice of a host of the most influential educators, claims the attention of all who consider the great questions of the day. While the methods through which such study shall be introduced and be developed to its true proportions and efficiency, are being proposed and discussed, the comparing of methods already tested in college experience serves towards solving the difficulties which seem to oppose the practical success of the movement; and data from the younger colleges may touch phases of the question not clearly decided by the longer history of the older institutions.

At present in the curriculum of Wellesley College, a systematic study of the Bible holds the place of first importance as a method for liberal education. Every candidate for the bachelor's degree is required to complete a course extending through four years and designed to give a comprehensive view of the whole Scripture canon. The instruction is given in two class-room exercises each week. Intellectual preparation not inferior to that demanded in other lines of college work, is required for the recitations in this course, and examinations at the close of each semester test the progress of each student. The works of the most eminent expositors of the text, church history, the works of the early Christian fathers, the records of explorations in Bible lands, the customs and characteristics of the countries and of the period, are studied, for a more complete view of the life presented in the Bible lesson. A special library fund\* provides the books necessary for scholarly investigations. This growing library is already well supplied with facsimiles of manuscripts, maps, pictures and collections of objects to illustrate and render more interesting the studies on the civilization of the period under consideration.

A knowledge of the biblical history from the creation to the exodus of Israel from Egypt is required for entrance to the freshman class. During the freshman and sophomore years, the entire course of the Old Testament history is considered. The most significant periods and events are studied by critical attention to the text and by comparing with other records. Lectures by the class instructors and by specialists in certain lines of investigation amplify the work of the students. Among the books used to supplement the study of history from the Bible text, may be mentioned Smith's "Old Testament History," Stanley's "Jewish Church," Geikie's "Hours with the Bible," Whitney's "Handbook of Bible Geography," Hurlbut's "Manual of Biblical Geography," Milman's "History of the Jews," Cowles' "Pentateuch."

During the freshman year, one of the two exercises per week assigned to the Bible course is devoted to a simple systematization of the Bible principles and laws of life. These lessons, anticipating Christianity in order to a more adequate apprehension of the theocracy, present the ideal development of human character and conduct provided for in the Kingdom of God, contrasted with the degraded forms due to the dominion of natural impulse. Illustrations from general history and literature compare the Bible view of life with the views developed by the greatest human thought and imagination. This course is entitled "Studies in Christian Ethics," and is conducted by teachers from the department of philosophy.

The Messianic prophecies during the first semester of the Junior year prepare for the studies on the life of Christ presented in the harmony of the four Gospels. As the text of the Gospels is already more familiar through home reading, the thoughts of eminent writers about the text can be read with special interest in this part of the course. Alford's "New Testament for English Readers," Edersheim's "Life of Jesus," Fairbairn's "Studies in the Life of Christ," the Life of Christ as presented by Geikie, by Farrar, by Stalker, Trench on the "Miracles and on the Parables," Maurice's "Gospel of the Kingdom of Heaven," are among the books used in preparing these lessons.

The establishing of the Christian church is studied during the senior year. The characteristics of the individual apostles who served as leaders in the new movement, the opposition by the upholders of the old Jewish dispensation, the pertinent events in the political history of the times are considered in seeking to understand the various phases in the progress of the church. The study of the Acts and the Epistles is rendered more thoughtful and definite in its results by readings from Fisher's "Beginnings of Christianity," De Pressensé's "Early Years of Christianity," Uhlhorn's "Conflict of Christianity with Heathenism," Conybeare and Howson's "Life and Epistles of St. Paul," Farrar's "Life and Work of St. Paul," Gloag's "Introduction to the Pauline Epistles," Steward's "Argument of the Epistle to the Hebrews," with some use of the various commentaries on the interpretation of the text.

This system of Bible-study, now in the thirteenth year of its development as a part of the college curriculum, presents evidence of its success in the earnest interest which it arouses in the large majority of the six hundred students, and the scholarly culture which results. Elective courses are called for. For two years a course in the Hebrew language has been pursued by small classes. A study in the harmony of the four Gospels with sight reading of the Greek text, established four years ago, has this year been elected by twenty-five students, and five are pursuing a course in the Acts and the Epistles which is offered as a second year's work in the Greek Testament. Comprehensive lectures on the books from which the selections are read, on the manuscripts and the ancient versions, and on the Christian fathers are given, beside the consideration of the text in the language in which it was originally written.

An elective course of studies tracing the Scripture presentation of the origin and destiny of man, has this year been undertaken by forty-four students. This course designed to meet the need of many who become interested in the physical science of evolution, is an inductive study of the Bible theory of life. By over-looking the history of the development of the spiritual life of man, and dwelling only upon the evolution of the physical body, scientific evidence becomes confused: its conclusions are invalid, as in any other case of inferring when certain factors of the problem in question are ignored. The phenomena discovered through any systematic study of history and literature indicate disintegration both in individual lives and in national civilizations, in all cases of neglecting the spiritual life. But the Bible argument adds the history of man's regeneration, so compared with the cases of degeneration as to lead irresistibly to the conclusion that the new direction and progress of life is due to faith, since that is the only new element in the case. The most inspiring message in all history and literature must be lost among the tangled centuries of human nature if the ear of humanity is held aloof from this thread of

religion which connects the voice of hope in Eden with the most advanced institutions of Christian civilization.

Some results which have followed the announcement of entrance examinations on a small portion of Bible history, have seemed to indicate that a movement towards more fruitful reading in the home and in the secondary schools can be initiated by the colleges. Some protest reached us from the masters of schools already embarrassed by the multitude of subjects in which the colleges demand preparation. Nevertheless provision has been made in some of the preparatory schools for meeting this requirement, and in many cases the more important result of a beginning of real study of the Bible in the home has been secured. The preparation for the college requirement is still unsatisfactory; but marked improvement can be traced through the live years since the examination was first announced by this one college.

But this problem in forming the college curriculum is not solved when we have discovered that Bible study supplies the fundamental discipline in liberal education. The history of elective work in colleges seems to indicate that less important branches which have in many cases gained an interest in the mind of the student through some trivial connection with his individual taste or purposes, may yet serve more efficiently in education because of the more willing attention accorded to the subject. On the other hand the omission of this classic which more than any other has influenced the thought and the style of the greatest writers—the omission of the history which presents a more complete sequence in the development of human life than can be found in any other record—must occur if this study be not established as a fundamental requirement. The use of the Bible literature as the conception of life through which all other literature can be better understood, and of its history, as a system of generic forms constituting an universal language, must be less successful, if familiarity with the Bible be not universal. A few members unacquainted with the national history and the national forms of thought and feeling, would embarrass an assembly undertaking to discuss measures for defending our liberty and perfecting our institutions. Those who cannot readily apprehend a biblical allusion are such foreigners in the audience to which a Macaulay presents his interpretation of the life of our own time expressed through the forms which have embodied the one great communication which is addressed to the whole human race. These forms may be translated by the student who is omitting all systematic study of the Bible that he may elect the dramas of Shakespeare; but such fragmentary study will give but dim illumination to the colors which Shakespeare selected with eye accustomed to the light of the drama greater than his. And the case of such a student of literature is not one which can easily be repaired. How shall one who has always seen with near-sighted eyes be convinced that the beauty of the firmament has not reached him: he cannot borrow his neighbor's Scripture lens.

In the history of Bible study at Wellesley, the indications that progress in scholarly methods is a condition for enthusiasm in the work and for developing Christian life can be clearly traced. At the beginning, the intellectual study was made subordinate to the immediate awakening of devotional spirit. The principal class exercises were on the Sabbath. A decided increase in the energy and interest of the work dates from the placing the Bible exercises in two of the best hours of the six days given to man for work. The reward in devotional rest seems to result from the work.

The lectures by specialists, delivered before the whole college assembly, on themes which connect with all the lines of Bible work pursued by the different classes, aid in developing the general interest. The maintenance of this vital circulation of thought among all the college members may be in some measure due to its methods of appointing the Bible teachers. The founders of the college proposed such a distribution of this work as would require the whole body of instructors in the college to become Bible students. A few specialists already established in extensive learning on the subjects might not prove more efficient in awakening interest than this larger body of teachers who are now studying the books offered by more advanced scholars. From such a beginning, a sound and broad scholarship may at length be added to the studious energy of the work. Teachers for Bible classes are furnished from the corps in each line of the college work, except from those language departments in which none of the instructors are quite at home in the English tongue. The several teachers of the divisions in each year of the Bible course constitute a standing committee to consult upon difficult questions and systematize the work of the year. The chairman of these different committees constitute the committee to propose the program of subjects to be presented by lecturers from outside.

In two important advantages, the problem of forming an adequate Bible course in the curriculum of Wellesley College is simpler than in most of the colleges whose degrees are accepted as marking the first rank in intellectual culture. The present movement was already preparing in the convictions of many earnest men while this college was still in its most plastic period of conception. The clear faith and resolute energy of the founders of the college solved the difficulty of finding time for this fundamental part of liberal education. Instead of the question, "What time can be spared for Bible study?" was substituted the question, "What time can be spared for the other important branches?"

The second advantage is from the instinct and tradition which assigns to the woman a special responsibility for discovering and embodying the ideal of life. The privilege accorded by the popular voice in the ancient saying, "The Bible and Shakespeare are enough for her library," is not yet denied her, though she claims also the right to search science and all other facts through which man's interpretation of the drama of personal life may be rendered more complete and true. Against the dangers of scepticism and dogmatism no better safeguards can be provided than a clear and comprehensive knowledge of the Revealed Word of Life.—The Old Testament Student, June, 1888.

\*The Gertrude Memorial Library, established to aid Bible-study at Wellesley, by Mr. A. A. Sweet, now numbers 1358 volumes. About \$3000 has already been expended, and \$200 a year is still furnished to provide such additions to the collection, as the progress of the work may demand.

## CLIPPINGS.

Wellesley, who has numbered two sisters of Mr. Noyes among her students and who well remembers the pretty wedding at Simpson Cottage a year ago, has also other reasons for interest in the following:

The American Board has twice refused to accept the services of Rev. William H. Noyes as a foreign missionary, the objection being based upon his views in regard to probation after death. For the last two years Mr. Noyes has acted as assistant pastor of the Berkeley Street Church. The society recently received from a church in Japan an urgent call for a missionary. It was suggested that Mr. Noyes be sent out in response to the call for assistance, and a council consisting of clergymen representing twenty-two Congregational churches was held. After a long and searching examination, in which the question of a continued probation was made prominent, the following vote was passed by this council with but one dissenting vote: "That this council express its satisfaction with the examination of Mr. W. H. Noyes, and that we proceed to ordain him as a foreign missionary, and advise this church to endeavor to secure an arrangement by which he can work under the same direction as the other missionaries of the Congregational churches, and that, in case such an arrangement cannot be made, this church assume the responsibility of his direction and support." Mr. Noyes was accordingly ordained.

The prudential committee of the American Board has considered the request of the church, given by advice of the council, and after reviewing the matter, adopted this minute as an expression of its opinions:

"Voted, That inasmuch as Rev. William H. Noyes declines to withdraw the statements made by him to the committee at the time of his previous applications for appointment, which favor the hypothesis of a probation after death—this hypothesis being, as he there states, 'in harmony with the scripture,' and one which 'honors Christ in giving completeness to his work,' and which is to him 'a necessary corollary' to a belief in the universality of the atonement; and inasmuch as he has now emphatically stated to the committee that he knows of no change in his feelings or his expression of them, nor in his position, since he first presented them to the prudential committee in 1886, except that his faith has become 'more vital,' therefore, in accordance with the instructions given to the committee by the board at its annual meeting in 1886, which were reaffirmed with emphasis in 1887, when this particular case was under review, the committee has no option but to decline to appoint the applicant so long as he holds these views."

In closing, say the committee, permit us to express our appreciation of the missionary interest shown by the Berkeley Street Church, and our appreciation of their personal attachment to Mr. Noyes. We must, however, also express the strong conviction that should he be sent out as an independent missionary it would be highly inexpedient, in view of all the circumstances, that he be sent to any missionary field under the care of the American Board, since such a course would, in our view, be almost inevitably divisive in its results, both at home and abroad.



# THE COURANT.

## COLLEGE EDITION.

Terms for the College Year, - - - \$1.50.

### Editors.

KATHARINE LEE BATES, '80. EDITH SOUTHER TUFTS, '84.  
ABBE CARTER GOODLOE, '80. LOUISE BRAINARD SWIFT, '00.  
ALICE A. STEVENS, '91.

### Editorial Contributors.

PROF. ELLEN A. HAYES, ANGE PECK, '00. MARION A. ELY, '88.

### Publisher.

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Yearly subscriptions for the COURANT may be sent to Miss Tufts at Dana Hall, Wellesley. Special copies may be procured of Miss Goodloe, Room 18, Wellesley College.

## "Should Old Acquaintance Be Forgotten."

The first number of *Annals of the Class of '86* is a most interesting little pamphlet. It is dated Oct. 1 and contains notes from thirty-four of the class, which give in few words the present work of the writers. Twenty-two of this number are teaching.

Alice D. Adams, '86, assists the secretary of the W. H. M. A. in Boston for the next two months.

Louise M. Palmer, '86, is studying design in New York city.

Elizabeth Wallace, '86, is taking a post-graduate course in history at the University of Minnesota, in addition to her work as teacher in the Judson Institute of Minneapolis.

Mr. and Mrs. Charles Parker Davidson will spend the winter in Europe.

Martha R. Mann, '84, is doing work in biology at the Institute of Technology and also making a study of East Indian ferns in the Cambridge Botanical Laboratory.

Abbie S. Mayhew, student at Wellesley '81-'83, is teaching in Hardy School, Eau Claire, Wis.

Helen E. Ferguson, student at Wellesley '85-'86, is preceptress of Northern Illinois Normal School, Dixon, Ills.

### Married.

DAVIDSON—BROADWELL—In Jacksonville, Ill., Nov. 11, Anna E. Broadwell, '86, to Charles Parker Davidson of Scranton, Pa.

## THE WIDE, WIDE WORD.

Nov. 5.—A reservoir of Montreux on Lake Geneva bursts, destroying a number of houses and drowning many people. Mr. Gladstone announces that he considers it his duty to remain in public life until the Irish question is settled. The English Parliament assembles. Heavy gales on the British coast. Election day in U. S.

Nov. 7.—Terrible collision on a railroad line in southern Russia. Ferry steamer sunk in a collision at Calcutta. 60 drowned. Reported election of Harrison and Morton sends up stocks in London.

Nov. 8.—United Iceland thinks the Sackville affair caused Cleveland's defeat. Stocks are weak and decline in both markets. \$100,000 fire in Milwaukee. Alabama sends to the north a request for financial aid.

Nov. 9.—French papers express regret at Harrison's election. Emperor Francis Joseph commands his people to celebrate the anniversary of his accession by acts of charity. Lord Tennyson is very ill. Another Whitechapel murder reported. Robbery of \$2500 from a California stage by a single highwayman. Severe snow storm in Kansas. Great fire at Rochester, N. Y. Election of Harrison and Morton assured.

Nov. 10.—Ex-Queen Natalie's appeals to the patriarchs of Constantinople and Athens have been unsuccessful. 3000 Socialists meet in Hyde Park, London, to observe the anniversary of the execution of the Chicago Anarchists. President Cleveland attributes his defeat to the corrupt tactics of the Republicans. Stock markets dull. Terrible storm along the lower St. Lawrence.

Nov. 11.—The Vatican authorities express satisfaction at Harrison's election. An anti-Conservative demonstration in Madrid. Collision of the steamers Umbria and Mercia. U. S. steamer Kearsarge leaves for Hayti. Josef Hoffman is better.

Nov. 12.—The editor of the Italian war office organ declares that war with France is inevitable. China has demanded the dismissal of Mr. Denny, the American adviser of the King of Korea. The Chinese government is buying military stores from a Berlin house. The Creek Indians have begun a war of extermination against the desperadoes in their nation.

## INTER-COLLEGIATE NEWS.

The *Amherst Student* has entered upon its twenty-second year.

Brown University has raised \$80,000 for a new gymnasium.

Of the 1494 convicts in Juliet penitentiary 129 are college graduates.

The London school board proposes to drop the study of Latin and substitute modern languages.

Yale, Harvard, Princeton and Columbia hold entrance examinations in London and Paris.

Over 100 students were suspended from the University of Berlin during the last semester, for insufficient attention to study.

Amherst has sent out two hundred College Professors and Presidents, and twenty Judges of the Supreme Court.

More than 1300 members of the University of Cambridge are opposed to the admission of women.

In the U. S. one man in every 200 takes a college course, in England one in every 500, in Scotland one in every 600, in Germany one in every 213.—*Winstler Collegian*.

The following are among the largest sums given by individuals in the United States for educational purposes: Leland Stanford, \$20,000,000; Stephen Girard, \$8,000,000; Johns Hopkins, \$3,148,000; Asa Packer, \$3,000,000 to Lehigh University; Ezra Cornell, \$1,000,000; Jonas G. Clark, \$1,000,000.

Dartmouth has sent out 290 college professors and 47 college presidents; among the latter have been three to the University of Tennessee, two each to Vassar, Bowdoin and University of Vermont, one each to Amherst, Hamilton, Marietta, Austin and many others. Four Western colleges of note owe their existence to Dartmouth men.—Through the efforts of President Bartlett, rushing has become absolutely a thing of the past at Dartmouth.

The number in the Freshman class in some of the leading universities and colleges is as follows: Cornell, 400; Yale, 337; Harvard, 300; Boston Tech., 253; Princeton, 179; Lehigh, 114; Amherst, 96; Lafayette, 89; Rutgers, 80; Williams, 80; Wesleyan, 75; Brown, 70; Bowdoin, 60; Dartmouth, 60; Rochester, 48; Union, 40; Hamilton, 35; Smith, 156; Holyoke, 100.

A prize of \$150 will be awarded by the American Economic Association for the best essay on "The Evil Effects of Unrestricted Immigration." This prize is offered by *America*, the new Chicago weekly, and the essay will be known as the "America Prize Essay." The competition is open to any writer whose article does not exceed 25,000 words and is received by the secretary of the Association before April 30, 1889. Each essay must be type-written, signed by a fictitious name and accompanied by a sealed envelope containing the name assumed as well as the address of the author.

The quarterly meeting of the Boston Association of Mount Holyoke Alumnae was held Oct. 27, in the parlors of the Union Church. It was a large and notable gathering. Miss Sarah P. Eastman of Dana Hall, Wellesley, President of the Association, presided with much tact and grace over the exercises. Miss Edwards, long associate Principal of Mt. Holyoke Seminary, gave an address of deep interest, reviewing briefly the exciting days when the college charter was the engrossing theme; the final news of the governor's signature—the memorable blizzard of last March having delayed the dispatch—the enthusiasm, the illumination, the praise meeting, and

the joyful acceptance of the new responsibilities. This new departure means deeper earnestness, greater needs, larger indebtedness of Holyoke daughters to their *alma mater*. She needs money. She will always need money, unless the time should come when there are no more scientific discoveries to be made, no new books to be owned, no improved apparatus to be used. Mount Holyoke College must look for this money to her alumnae, each one of whom can directly or indirectly aid in removing the charge, "Holyoke cannot hold her rank as a college; she is too poor."

## Dulce Est Desipere In Loco.

"Non paratus!" dixit Freshy.  
Rising with a troubled look,  
"Omne rectus!" Prof. respondet,  
"Nihil," scribit in his book.—*Ex.*

Our Psychology classes are suffering. When they close their Dewey lids it is only to dream that the material universe is slipping from them. When Miss Case's students sit down they look surprised to find a chair really there. This unsettled feeling, together with the dampness of the weather, has so mildewed their spirits that they need a little sunshine of sympathy. This time it comes from the Michigan Argonaut.

"Query—What is a chestnut?"

Answer—The post office illustration in Psychology."

It is curious to notice how life repeats itself. A few days after the "ocular" mistake in the Zoology recitation, Miss Case was discoursing eloquently before her class upon the subject of sensations and, having both the ocular and muscular varieties in mind, unconsciously compromised with a serious treatise on her "ocular sensations."

In last week's issue the COURANT exposed the thoughtlessness of a Senior in regard to her Bible lesson, and it is but fair now to tell the true tale of a member of the Faculty. At the beginning of this term she went to the Program Committee with the request that her Literature recitation might come at 2.20 Friday afternoon. Somehow it didn't look just right to the Committee, but as the instructor asserted that she had always had it at that time, her name was put down for that hour. However, one of the students objected to this arrangement. That member of the Faculty now has a Bible class.

After the concert, *Student to guest*: "He sang about a diver, but the program says, The Diver. It is a mistake."  
*Guest, not a college graduate*: "Oh, no! Isn't diva the Latin feminine gender for diver?"

*Freshman, critically*: "The basso's voice must be very hard on his shoes, but I like it the best."

### A TRAGEDIE.

In Mohawk vallis (1804) Ten pritic maids And youths—a score. Went out upon A sleighing party.	In Mohawk vallis (1804) A band of Indians Spilt ye gore Of pritic maids and youths (a score) —A slaying party.
--	---

—*Williams Weekly*.

## Weather Report.

The Meteorological Department of Wellesley College has been in working order since October, 1885. The Department is equipped with the following instruments: Draper anemometer, Draper anemometer, Draper thermograph, maximum and minimum thermometers, hygrodeik, rain gauge and standard barometer. Observations are made daily and are reported at the end of each month to the New England Meteorological Society. The special characteristic of the month of September, 1888, was the excessive rain fall, as can be seen from the following table:

### TOTAL PRECIPITATION.

	SEPTEMBER.	OCTOBER.
1886	3.07 inches.	3.08 inches.
1887	1.26 "	2.685 "
1888	9.051 "	4.65 "

A. E. AUMACK, Dept. of Physics.

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West and South—6.00, 10.30 A. M.; 2.30 P. M.	West and South—8.15 A. M.; 2.30, 5.40, 6.30 P. M.
Western Mass.—6.00, 10.30 A. M.; 2.30 P. M.	Western Mass.—8.15 A. M.; 2.30, 5.40, 6.30 P. M.
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